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ABSTRACT

This book's central thesis is that the relationship between school managers and teachers predicts the type of education offered children. That is, education can be seen as a handing down of information, or it can be viewed as a cooperative affair. The text is divided into two parts: 1895-1925 and 1961-1995. Chapter 1, which discusses America's most commonly held beliefs, values, and assumptions at the turn of the century, is followed by a detailed description of the earlier design and implementation of school reform, a type of reform championed by a coalition of businessmen, school leaders, and education professors. A competing vision of school reform is then discussed in chapter 3, in which the emphasis is on education for individual development and democracy. The second part of the book presents discussions on reforming education. It discusses the 1960s and the challenges to schools, the influence of the management model on education reform, and an analysis of how the now popular pro-efficiency model of education had its origins in the early 20th century. A case study illustrates this pro-efficiency model. (Contains endnotes, an index, and approximately 160 references.) (RJM)

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